

EDUCATION SUPPLEMENT

SEPTEMBER 16, 1905

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SEPTEMBER 16, 1905

APATHY

THE August and September holidays of upper-class schools are drawing to their close: in less than a week from to-day our ingenuous youth, who have required seven weeks' holiday to refit them, after the amusements, sometimes strenuous, but quite as often listless, in which May, June, and July are largely spent, will "resume their studies." Prospects and forecasts of change and trouble, political and social, are even more rife than usual, but the institutions in which our governing classes are bred and trained seem to stand curiously outside the area of public interest and criticism, in any serious sense. It is characteristic of the English race, as Ruskin told us years ago, to be proportionately as violent in change when they decide on it as they are slow and reluctant to admit its necessity; we strain ourselves vehemently in new efforts, such as the popular education of London and other large cities; but we are acquiescent in the foibles and shortcomings of what is ancient, self-complacent, established, and approved because it enthusiastically admires itself. Long ago, Matthew Arnold shot a shining dart through the armour of the University which he loved so well by his ingeniously perverted quotation:

"There are our young barbarians—all at play."

But the Universities are, after all, only a further stage of the upper and middle class schools: in both alike the training of the able and of the really industrious, though it suffers from some unwise limitations, is on the whole adequate and successful; but the better education of the dull, and a more vigorous campaign against the self-satisfied idler, are of primary importance, yet seem to "suffer not thinking on," just where such meditation is most needed.

The famous and established schools, commonly regarded as "aristocratic," are not accurately so defined. They are plutocratic as well as aristocratic, and the problem of blending the two elements presents the same difficulty in education as in the wider area of political and social life. The pitfall of aristocracy is pride: the dangers of plutocracy are self-indulgence and ostentation. It is in the nature of things that this should be so—all the more honour to those who avoid the pitfall and to those who curb the appetites and tendencies which they can so easily gratify. But the literature of to-day, in so far as it concerns public school life, seems to tell a sorry tale, and to betray a lack of vigorous self-reflection. To glorify a community—be it on a hill or a river, a water-meadow or a down, in a city or in a solitude—by omission of faults, and by exaggeration of merits which are common to all such communities, is natural to the enthusiasm of youth, and need not be regarded too severely. But it *does* feed the instinct of self-admiration in an unwholesome way: the picture is overdrawn, the rivals are underrated, local prejudice and sectional enthusiasm are mistaken for wholesome vigour, and the prominence so often given to social claims and distinction fails to be recognised in its true vulgarity. When, again, an older and more meditative writer contemplates the scene of school life, and mourns over the undoubted fact that bright and intelligent and eager children too often emerge from their school career without intellectual ardour or moral enthusiasm or strong friendships or high ideals, is not the gentle acquiescent sigh, the "*o quis me gelidis in vallibus Haemi sistat*" sort of emotion, singularly demoralising? The idea that these things must be expected, and cannot be otherwise, except in a few choice young

souls, is the very worst notion that can find lodgment in the mind of a master, old or young. The children of the wealthy and fortunate lack, it is true, one of the strongest incitements to industry: but to supply an ever more potent stimulus, and, above all, never to "despair of the republic," is within the grasp, in some measure, of every teacher, unless he mistakes a difficulty for an impossibility. The boy who enters a public school bright and intelligent, and leaves it listless and uninterested, has suffered a real mental decay, but not a cureless one. In some cases—more frequently than of old—he has had too much luxury, both at his preparatory school, or at home, or even at his public school: he is overfed, or overplayed, or both. But—even if we grant that he is a sinner—he has also been sinned against—he has been indulged by the too great deference paid to his physical nature, and in consequence is bored when he is not playing, and faint and listless if fate put him on short commons. The muscles of his mind, in fact are relaxed—or rather, have never been developed. Let it be plainly recognised that the real enemies, the real demoralisers, of this type of boy are those who think that things cannot be otherwise—that after all he has fairly good manners—that his parents are quite satisfied with him—that he is popular in the house, etc. etc. In the past, a pedantically limited curriculum had much to answer for, in not realising that there are diversities of gifts, and that a boy is not necessarily stupid because he has not the particular endowments that make a classical scholar. Expand the curriculum as widely as you may—but so long as large numbers of boys leave a public school more slack and mentally inanimate than they came to it, the fault does not lie with them, but with those authorities, at the home or the school, who have too soon, and too easily, and often too cheerfully, despaired.

REVIEWS

GREEK AND LATIN

THE most important publication of the year is undoubtedly *Corpus Poetarum Latinorum* Tom. ii. Fasc. v. (Martialis, Juvenalis, Nemesianus), edited by Mr. John Percival Postgate and published by Messrs. George Bell and Sons (6s. net). Next to it comes Mr. Sharpley's edition of the *Peace* of Aristophanes, which was noticed at length in the *ACADEMY* of June 10; and our concern for the present is rather with books which are more definitely school-books. Mr. Edward Arnold has issued a text of *Livy, Book XXVI.*, edited with introduction, notes and appendices by Robert Mitchell Henry, primarily for the use of students in the Royal University of Ireland, and adapted for both Pass and Honours candidates. The commentary is mainly founded on those of Weissenborn, revised by Müller, of Friedersdorff and of Riemann and Homolle, and Mr. Greenidge's works have also been drawn upon. The introduction, literary and historical, is excellent, and the appendices are full of learning. Altogether a useful and scholarly book.

In Greek and Latin Messrs. Blackie's texts (edited by W. H. D. Rouse) are as valuable as in French and German. We have before us a number of the neat little green-bound Latin Texts: Horace, Odes I., II., III. and IV. (6d. net each), Eutropius, *Breviarum ab Urbe Condita* (8d. net), Livy, *Book V.* (8d. net), Virgil, *Bucolics* and *Aeneid VI.* (8d. net

each). In every case the text has the vowels long by nature marked so; so that the pupil may acquire the correct values of syllables, not by making continual and repeated mistakes, but by becoming familiar at the outset with the right pronunciation. The introductions deal briefly and exactly, though perhaps a little drily, with the author's life, the characteristics of his style and the subject of the book, and a valuable and interesting new feature is the note on the manuscripts and the occasional *variae lectiones* given in footnotes.

The supply of classical texts, however, appears to be short this season, and the only forthcoming texts of which we have notice at present are the following from the Clarendon Press, in the well-known and invaluable series of Oxford Classical Texts: *Platonis Opera*, vol. iv. (completion) edited by J. Burnet; *Ciceronis Orationes in Catilinam*, etc., edited by A. C. Clark; *Statius, Silvae*, edited by J. S. Phillimore, and *Thebaid*, etc., edited by H. W. Garrod; *Tacitus, Annales*, edited by C. D. Fisher; *Longinus*, edited by A. O. Prickard; *Tibullus*, edited by J. P. Postgate; and *Theocritus, Bion and Moschus*, edited by Professor von Wilamowitz-Moellendorf. Of these the *Plato*, the *Silvae* and the *Tibullus* are to appear before Christmas. The same publishers announce *Selections from Plutarch's Caesar*, by R. L. A. du Pontet, and also a Primer of Classical and English Philology, by W. W. Skeat. The Cambridge University Press announce for this autumn their important edition of Bacchylides.

Messrs. Bell's admirable *Concise Latin Course*, by E. C. Marchant and J. G. Spencer (2s.) has not yet been noticed in these columns. The authors are the same as those of Bell's "Illustrated Latin Courses for the First Year," and the book now under consideration is a compression into one volume of the three parts of the larger work, intended for older pupils and those who have but little time to spare to Latin. The Course in this form is complete in itself, and may be used without dictionary or grammar, and the other features of the longer Course preserved are: rules preceding, not following exercises; interesting subjects for exercises, some of these in the form of conversations; parallel parts—Latin and English—so that the book may be either a reader or an exercise-book as required. The grammar, however, is here collected at the beginning; the illustrations are omitted, and many Latin mottoes and proverbs have been added. The book is in every respect excellent, and can be confidently recommended.

FRENCH AND GERMAN

AMONG the most important of this year's French books is undoubtedly Messrs. A. and C. Black's Reform French Course, of which the first volume, *Première Année de Français* (2s.), with the companion guide to teachers, *French Lesson Notes* (1s. 6d.), is before us. Both are the work of Mr. F. B. Kirkman. The idea of the series is the just one, that French must be taught primarily without the use of translation, not as a rendering of English, but as a separate language belonging to a foreign people. From the first stage, lessons are given (as far as possible) entirely in French, and the pupil is taught to know words and sentences by the sound before he even sees them in writing. By this means his pronunciation is kept pure. It is impossible to teach pronunciation from the written word: how impossible is shown by the section on that subject in that excellent book, Alfred Barriball's *Essentials of French Grammar* (Ralph, Holland, Fifth Edition, 1905, 2s. 6d.), in which we start by reading that the sound of the French *a* in "patte" is the same as in the English "pat." It is not, according to Mr. Kirkman's scheme, till the pupil has mastered pronunciation and early grammar by oral work that he is led on to the reading matter and taught to associate the now familiar sounds with written symbols. The use of a gramophone containing records made by educated Frenchmen is also advised.

Messrs. Whittaker and Co. have just produced an admirable *First French Book*, according to the "direct" method of teaching modern languages, by Messrs. D. Mackay and F. J. Curtis. Their object is to apply to the teaching of French the many improvements that have been transforming the teaching of modern languages in recent years—the object-lesson, with pictures, maps and actual objects, descriptions of daily life, arithmetic, riddles, proverbs, songs, etc. The grammar, here again, is taught inductively from the material already assimilated, and phonetics are used to aid pronunciation. The difficulty of bridging the gulf between phonetic and ordinary symbols is amply provided for and the book is excellent.

Messrs. Blackie are continuing their admirable series of Little French Classics (4d. each), the latest volumes being Mérimée's *La Siège de la Rochelle*, edited by Mr. J. E. Michell, About's *Les Jumeaux de l'Hôtel Corneille*, edited by Mr. H. Havelock, Masson's *Les Enfants Célèbres* and *Longer Poems for Recitation*, edited by Mr. Louis A. Barbé, *Glimpses of Napoleon* from de Vigny, edited by Mr. W. Herbert Hill, and Voltaire's *Le Blanc et le Noir*, edited by Mr. H. H. Horton. As usual a short life of the author (in English) precedes the text, and the notes are brief, sufficient and to the point, particular attention being paid to grammar and syntax. From Mr. Anthony Treherne we have received three volumes of a useful *Little Library of French Classics* (8d. net each), two of them being *Lettres Choisies de Madame de Sévigné*, with a brief note on the author (in French), and the other the *Voyage* and the *Expédition Nocturne autour de ma Chambre* and *Le Lépreux de la cité d'Aoste* of X. de Maistre.

Messrs. Macmillan continue their excellent Primary Series of French and German Reading Books. In the volume before us, Mrs. G. Frazer's *Emile and Hélène*, a French Primer, the author throws some scorn on the "all French" method at so early a stage as this little book is meant for. There are capital grammatical exercises by M. L. Chouville, founded on each section.

The Clarendon Press Oxford Modern French Series is one that cannot be matched for reading in higher forms. The works are classics, and the best classics, the form is good and the notes are as few and simple as is compatible with the elucidation of the text. M. Léon Delbos is the editor in chief, and the volumes before us are De la Landelle's *Une haine à bord*, T. Gautier's *Voyage en Espagne*, Taine's *Voyage aux Pyrénées*, Balzac's *Une Ténébreuse Affaire*, and Stendhal's *Mémoires d'un Touriste*. For younger children, such books as *L'Anniversaire de Blanche*, by Mademoiselle Clémence Saunois (Blackie's Modern Language Series, 1s.), can be thoroughly recommended. It consists of some thirty little tableaux in dialogue, amusing and informative, and well adapted for reading. At the end is a good vocabulary and some conjugations of verbs. Above all, like all the books in the excellent series, it is a pleasant book to hold and look at, and is gracefully illustrated.

Other books in the publishers' lists are: In Siepmann's Elementary Series (Macmillan), Gennevray's *Marchand d'Allumettes*, by Miss A. A. James; a *French Primer*, by Otto Siepmann; *New French Course for Schools*, Part II., by C. C. Perry and Dr. Albrecht Reum. Messrs. Marlborough also will shortly issue a second revised and enlarged edition of the *French Technical Words and Phrases*, by Messrs. J. A. Standeny and C. A. Thimm (2s. 6d. and 3s. 6d.). Among Mr. Nutt's books is *French Idioms and Proverbs* (3s. 6d.), an invaluable book for students and teachers and very clearly arranged. Messrs. Methuen announce a *Nouvelle Grammaire Française* by Mr. J. G. Anderson. The Introduction, on Phonetics, with a diagram, is written in English; the rest of the book is written in French, and it is intended for the use of English-speaking students who have reached the stage when a systematic but rational study of grammar is necessary. A book of exercises is to follow by the same author (1s. 6d.). Messrs. Cassell have a new and cheap edition of Boileau's *New French and English Dictionary*, revised by de V. Payen-Payne, a pronouncing dictionary, which does all that can be done

to teach sound by sight, by means of phonetic renderings. Proverbs and idioms are a feature of the book, which is excellent for use in schools. Among the Clarendon Press announcements are *Ma première visite à Paris*, an illustrated French Reader for beginners, by Mr. A. E. Chapman; five new volumes in the Oxford High French Series, Staël's *De l'Allemagne*, edited by Mr. H. W. Eve, *Trois Grotesques*, edited by Mr. H. J. Chaytor, Hugo's *Notre Dame*, edited by Mr. L. Delbos, Lamartine's *Jocelyn*, edited by Mr. E. Legouis, and Flaubert's *Salammbô*, edited by Mr. E. Lauvière. The first three may be expected before Christmas. In the Oxford Modern French Series the following are announced: Nodier's *Jean Soggar*, edited by Mr. D. L. Savory, and Balzac's *Les Chouans*, edited by Mr. C. L. Freeman.

Turning to German we meet our old friend Alge in a new edition. Alge's "Leitfaden für den ersten Unterricht in Deutschen," first appeared in St. Gallen in 1897 and has since gone through many editions, the latest appearing as the *New First German Book* (Dent, 2s.). The Alge method is perhaps the simplest as well as the most efficacious, of teaching a foreign language. At the back of the book are four pictures illustrating life in the open air in Spring, Summer, Autumn and Winter. The teacher draws the attention of the pupil to each of these objects, giving its name in the language being taught and then getting the pupil to make up short sentences introducing one or more of these objects. The whole book is written in German and pupils may be taught from it without a word of English ever being spoken in the class. The book is used very largely in the schools in Switzerland to which English boys are sent for study and its method is certainly very successful. A more advanced book is, *A Practical German Grammar, Reader and Writer*, by Louis Lubovius (Blackwood, 2s.). For this book also it is claimed that German is as much as possible taught through German, and the "picture" method is also adopted, though with modifications. There are exercises in English and German for translation and instead of leaving the unknown words to be explained by the master, either by synonyms or by simple descriptions of the objects intended, vocabularies in English are given.

In his preface to *Essentials of German Grammar* (Ginn, 3s. 6d.) Herr A. E. Duerr remarks that a subject need not be made easy to be interesting. He holds that a teacher should bring before his pupils only that which is pertinent, and that fewer things better taught will prove in the end the best policy. He assumes, however, rather more intelligence and inventive faculty than is usually present in the English schoolboy, at any rate when he is studying a foreign language, and the book is rather advanced to be put into the hands of beginners. For those who have already gone through a good elementary course, however, it will prove of assistance. In Blackie's *Little German Classics* (6d.), we have received *Sintram* written in fairly simple German, and well adapted for reading, by those who have done Alge, and a little beyond. The notes at the end are not too numerous, and leave scope for fuller explanations by the teacher.

The Clarendon Press announce a *Combined German Reader, Writer and Grammar*, by Mr. H. G. Sparing, to be published this autumn. Messrs. Marlborough and Co. will publish shortly a revised and enlarged edition of *German and English Commercial Correspondence*, by Mathias Meissner (1s. and 1s. 6d.). Messrs. Macmillan have on their list in *Siepmann's Advanced Series*, Freytag's *Die Ahnen*, Part I., *Ingo*, by Otto Siepmann, Daudet's *Jack*, Selections by E. C. Goldberg. Messrs. Blackwood are publishing an excellent *German Reader for Technical Schools*, by Mr. E. F. Seckler, a book whose value it is difficult to overestimate, in view of the practical issues of the present day. The German language is the great competitor of the English language, and German technics (to use the convenient, if ugly, phrase) the great rivals of English. "Fairy tales and German epic stories," says Mr. Seckler, "do not furnish him (the student) with those German terms which are

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absolutely necessary for him if he is to read the German scientific papers." This book, therefore, introduces physical and chemical terms, passages being taken from such trustworthy German works as Crüger's "Lehrbuch der Physik" (Leipzig: Amelang) and Wäber's "Leitfaden der Chemie" (Leipzig: Hirt). The diagrams are of great value, and the book, which contains a proportion of one in ten of untechnical reading, is invaluable in view of a commercial and technical education. Messrs. Blackie's Little German Classics are uniform with the Little French Classics, and need not be enlarged upon. Among recent volumes we find Mullenbach's *Die Silberdiehl*, Goethe's *Der Geschwester*, de la Motte Fouqué's *Sintram*, and Goethe's *Road to Italy*. In every respect the series is admirable.

HISTORY

IN Dr. A. S.¹ Rappoport's *Russian History* (Dent, 1s.), the excellent little regiment of Temple Primers has lately received a noteworthy recruit. Dr. Rappoport's success in summarising his vast subject is due to something more than an essentially deep and earnest acquaintance with it. He is concerned to bring out the fact that "Russia's political condition is not the result of an oppressive Government, but, on the contrary, that the latter is the logical outcome of the nation's character. Religion, political institutions, civilisation, as well as the long line of autocrats, are so many manifestations of the nation's mind." In some pages of extreme interest dealing with the vexed question of the influence of the Mongolian invasions and overlordship in the thirteenth, fourteenth and fifteenth centuries upon the development of the nation—an influence, which, he thinks, has been exaggerated—Dr. Rappoport lays stress upon the "femininity" of the national character. He points out that "if the foreign yoke was instrumental in welding Russia into one mighty power, it must also be admitted that the princes availed themselves of the foreign rule to foster their own absolute power, and to crush the vestiges of individual independence." In this, he thinks, they would have been unsuccessful had not the popular character lent itself to the purpose. Dr. Rappoport doubts the capability of the nation to take for itself in these latter days the freedom which will never be granted it.

The art of greatly abridged selection is confessedly difficult, but Mr. A. S. Lamprey's two slim volumes of *Selections from Prescott's Histories of the Conquests of Mexico and Peru* (Horace Marshall, 1s. 3d. each) succeed in presenting with some skill and success brief connected narratives of the adventures and achievements of Cortes and Pizarro, running in each case to something less than one hundred and fifty pages. Though salient points in the outline sometimes seem to lack sufficient emphasis (the treatment of Pizarro's daring seizure of the Inca in the midst of his power is a good instance), the passages have been well chosen with an eye to the impressive and the picturesque. Both volumes are profusely, if sometimes rather roughly, illustrated, but the text is quite plain—ungarnished, that is to say, with *résumés* of contents of chapters, or page headings, or marginal guides to the matter in hand.

We come to an older story in the volume with which Miss Alice Zimmern follows up her "Old Tales from Greece." *Old Tales from Rome* (Unwin, 5s.) contains matter "founded on the legends and fables of Rome as related by Virgil, Livy, and Ovid." The first part, therefore, covers the ground of the *Aeneid*, the second takes us down to the expulsion of the kings, while in part three eight tales from the *Metamorphoses* are retold. A brief foreword about each author precedes each part. Perhaps we are not wrong in guessing that the book is intended for girls rather than for boys. At any rate the boy who has once read his "Stories from Virgil" will find but a faint echo of that famous echo here. He may find something a little unsatisfactory in the passages in which the Trojan

shipwreck is related, and something a little "governessy," where Troy is being sacked. But he will doubtless rejoice in the "brave deeds of old," and if he has a vein of poetry in him he should find in the charming renderings of the Ovidian tales something to help him towards his "Metamorphoses" with unreluctant feet.

The admirable aim of "The Romance Readers" of which Miss C. L. Thomson's *Tales of the Middle Ages* (Horace Marshall, 1s.) is the fifth, is "to provide children in all grades of schools with simple reading-books which are also an introduction to the great literature of the world." The tales here re-told are those of Havelok the Dane, King Horn, Sir Bevis of Hampton, Guy of Warwick, Sir Gawain and the Green Knight, Sir Cleges (who became poor through overmuch charity yet won back something in the end), and—rather strangely—King Lear. The last-named is hardly the true Lear at all, for in suiting it to young ears Miss Thomson has eliminated so much as to leave merely a pretty story with a happy ending. The rest of the tales are simply, yet not childishly, given in quiet and delicate language, and the flavours of the original seem just of the right strength. Altogether these are just the tales to stir up young minds and imaginations, and make them look forward to reading the originals for themselves.

The rise and growth of England from the days of the Roman conquest, occupation, and withdrawal, and the wars of the Picts and Scots, Angles and Saxons, down to the Boer War of 1899-1900 (*sic*), are traced in a substantially accurate *History of England* (Relfe), by T. J. Walker. His accounts of the wars and chief events of each reign are brief and concise, and though his figures are not always accurate and we disagree with some of his conclusions, his book is easily and gracefully written, and will probably be read by schoolboys out of school hours.

From the Educational Supply Association we have received one of a valuable series of historical cartoons. The picture sent us—*Simon de Montfort and Henry III.*—is finely printed in sepia tones by the Collotype process, and is framed and glazed in stained oak, with gilt slip, at 8s. net, size 27 in. by 35 in. The set of six pictures is also issued in one frame, stained oak with hinged back-board, at 24s., and mounted on cotton and hung from one roller with slips at 16s. Strict attention appears to have been paid to historical accuracy in regard to costumes, etc., and the pictures, accompanied by descriptive letterpress, should prove of assistance to teachers as adjuncts to history lessons.

GEOGRAPHY

MESSRS. Williams and Norgate have lately published in England the ninth revised edition of the excellent atlas, the large *Stieler's Hand Atlas*. It contains one hundred folio maps, each about 12½ in. by 15½ in., engraved from copper-plates, and is edited by Justus Perthes' Geographical Institute, Gotha. The main feature of the atlas is, as those who have seen it will know, its superb cartography. Each map is at once a map and a picture; the shading of mountains and valleys being so delicately varied, and the rivers, lakes, etc., so clearly marked in blue, that a first glance at the map gives a fair idea of the configuration of each district. Moreover, the names of places, though many in number and very closely printed, are all admirably clear, and such little places as those of London, Paris, Edinburgh, and other cities are models of engraving. The complete work costs 38s. or 42s. according to the binding.

An up-to-date set of Geography Readers are just published by Messrs. Macmillan, intended to supplement the geography lesson, especially where geography is made a feature in the school. They are attractive, with much varied information, and will serve to clothe the skeleton built up in the set lessons. The books are well got up, and are illustrated both in colour and black and white. The instruction given is in the form of conversations

between boys and an uncle, and ranges from evenings with the microscope to visits to mines and expeditions on rivers. In the volume dealing with England we are surprised to see so much new matter upon a subject treated so often and so well before. (Globe Geography Readers—*Intermediate*. Macmillan.)

Leaving our country, we are aided in our study of the lands across the sea by such works as the *Regional Geography of Europe*, a book deserving especial mention. The author's idea throughout has been to draw special attention to the influence of physical features upon the life and habits of mankind. Hence, in the useful maps illustrating the relief of the land, the railways are depicted, showing children at a glance the reason for the winding ways which our highways of commerce necessarily take. Thus the basis of political and economic geography are taught in a logical manner by masterly method. The maps deserve especial praise, a minimum of information in each case directing the eye at once to the particular object for which each map is drawn. The book will be especially useful to candidates studying for matriculation and for groundwork or revision for students in training colleges. It is full without being discursive, and concise without encouraging cram. (*Regional Geography*, by J. B. Reynolds. A. and C. Black, London. 2s.)

For those who need in elementary classes a book cheap enough and short enough to place in the hands of every individual child the "Round the World" series supplies a want. But the books must serve simply as skeletons for geography lessons and records of how much is supposed to have been mastered or they will be worse than useless. In the hands of the wise teacher they will make a substitute for the imperfect notes children would make even if time were no object, and there are maps and drawings into the bargain. But the books are intended only to supplement the lesson, the reader, and the atlas, which will be apparent when we say that seventy-eight pages of large print, including many full-page maps and illustrations serve to cover the whole physical, political and historical geography of Australasia. ("Round the World" Series of Geographical Handbooks, T. C. and E. C. Jack, 4d.)

Among Geographies of the whole world may be mentioned a revised edition of *A School Geography*. The author has exercised great skill in order to render so compact a volume something far from a cram book. Being intended for pupils over twelve or thirteen, the author has wisely presupposed an intelligent previous training on modern lines and therefore does not waste time in laying foundations and erecting scaffolding. The book is a wise combination of the old and new methods, and, while bringing the facts up to date, presents them for the sake of compactness under well-known headings, on the plan familiar to us all from childhood. There is a good index, and a short glossary of geographical terms. The work is on the lines suggested by the scheme drawn up by the Committee of the Incorporated Association of Headmasters. (*A School Geography*, by Charles Bird. Whittaker and Co., London and New York, 2s. 6d.)

The Romance of Globe-trotting is not forgotten, and Dr. Rouse in his untiring industry has done no better service to this generation of scholars than in his attempts to bring within their reach the fascinating work on El Dorado, by that founder of plantations or colonies, Sir Walter Raleigh. For its noble English prose and the wide-spreading influence of its author on the destinies of Englishmen it should be read by every English-speaking subject. To procure this and others of the same series for sixpence, and to find them among our school lessons is to render study a delight. Others of this series are Defoe's *Journal of the Plague Year*, Sir Richard Hakluyt's *Voyage into the South Seas*, and many others not geographical, such as *Tales from the Arabian Nights* (Blackie's English School Texts. Edited by W. H. D. Rouse, 6d.).

Messrs. Stanford have issued the first part of "The Oxford Atlas of the British Colonies"—*British Africa* (2s. 6d. net). Temperature maps for January, July, and

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the year are given, the maps are well printed, place-names clearly defined, and outline maps of Africa, South Africa, Natal and Zululand, and the Transvaal and Orange River Colony are added. Messrs. Stanford also send us a new series of *Autograph Hand Maps*, published separately at 1s. each: India; The Levant; The Nearer East; Greece; France; Africa; Europe; Asia; British Isles; England and Wales; Ireland; Scotland; Eastern Canada; New Zealand; United States and Mexico; The World; The Atlantic Ocean; and Mediterranean Region. A valuable feature of the series is the insertion of hill shading, thus showing clearly the configuration of the land. Printed in dull brown, the maps are so arranged that the additional matter, such as distributions, etc., can be introduced clearly.

Mr. A. G. Haynes' *Local Examination Geography of the World* (Relfe), though intended only for the use of very young pupils, is a well-arranged and informative book which might with advantage be read by more advanced students. They would not merely be covering old ground, but gleanings which are given in few geographies we know. The maps are not well defined, many of the place-names being blurred and illegible; but this could easily be remedied by increasing their size, and the introduction of colours, while assisting the student, would not add materially to the cost. The book is edited by Mr. George Carter, and the grouping and tabulation of the industries of each country are good.

To their new series of *Geography Readers—The World and its People*—Messrs. Nelson have added *The British Empire* (1s. 10d.). The book is well written and calculated to arouse in the youthful reader a healthy patriotism. Prefaced by a short and lucid account of the growth of the British Empire from the fifteenth to the nineteenth century, chapters are devoted to "The Empire of the West" (Dominion of Canada, Newfoundland, British West Indies); "The Empire of the East" (The Indian Empire, Ceylon, Straits Settlements); "Other British Possessions in Asia" (Cyprus, Possessions in the Arabian Sea, British Borneo, Possessions in China); "British Africa" (South Africa, Central and East Africa, Egypt, West African Settlements); "The Empire of the South" (The Commonwealth of Australia, New Zealand, British Possessions in the Pacific). The information given is accurate, and maps and a number of illustrations of principal towns add to the value of a capital reader.

In both substance and scope the new edition of Hughes' *Elementary Class-Book of Physical Geography* (Philip and Son, 1s. 6d.) differs so much from former editions that, as Mr. R. A. Gregory remarks in the preface, it is more in the nature of an abridgment of the "Class-Book of Physical and Astronomical Geography" than a revision of the book it replaces. Within the limits of a hundred pages it is not possible to do more than present a sketch of the subject treated and the book before us is rather an introduction to than a study of physical geography. It is, however, a very good introduction, and in twelve chapters succeeds in placing before the student a clear and lucid outline.

MATHEMATICS

EDITORS of the *Elements* of Euclid have of recent years more often given us what Euclid should have written than what he actually did write some twenty-two centuries ago. In *The First Book of Euclid's Elements* (Cambridge University Press, 6s. net) Mr. William Barrett Frankland has furnished an interesting and valuable commentary, striving to present the student with a close translation of Dr. Heiberg's work, by which Euclid may be seen in a truer light as the expositor of the principles of geometry, and adding many of Proclus' criticisms, taken from Thomas Taylor's free translation. Euclid is too commonly regarded as a pioneer. Dr. M. Cantor in his *History of Mathematics* describes a papyrus copy of a treatise on geometry dating

back nearly four thousand years, and edited for the Egyptians of those days by a writer named Ahmes; still earlier, the Egyptian harpedonapts, as Mr. Frankland points out, used to construct a right angle on level ground by pegging out cords of lengths three, four, and five. Writing about B.C. 300, Euclid's aim was to record, as clearly as possible, what students of geometry ought first to learn, and he wrote rather as a guide than as a pioneer—as a teacher rather than as an investigator. Of the fortunes of the text of the *Elements* much might be written, but it must suffice here to quote a few cardinal facts in its history, recalled by Mr. Frankland: "The recension of Theon of Alexandria made in the fourth century A.D. held the field in Proclus' time. In the dark ages the *Elements* were known in their complete form to the Arabs only. At the Renaissance the magnificent but faulty edition of Grynaeus (Basel, 1533), containing also Proclus' commentary, marked an epoch. The attempt of Peyrard at a critical text in 1814 was brought to an extraordinary and well-merited success by Heiberg in 1883 and succeeding years." Mr. Frankland's book is for the most part admirable. There is a great deal of vague speculation on undecided points, and the proofs have not been very well read; but these are minor matters.

The *Theoretical Geometry for Beginners*, by C. H. Allcock, of Eton, is in four separate parts (Macmillan, Parts I. and II., 1s. 6d. each). It contains the substance of Euclid with the usual modifications. In the fourth part, for example, the theorems of Euclid's fifth book are proved algebraically and more than one hundred pages are devoted to the methods of modern geometry. In dealing with the propositions included in Euclid, Book VI., all incommensurable quantities are supposed to be replaced by commensurable ones, which, of course, greatly simplifies the proofs. It is to be hoped, however, that teachers will not slur over the note on page 3, which explains why this is justifiable. Besides riders, Mr. Allcock gives a large number of practical exercises with numerical answers.

A *School Geometry*, Parts I.–VI., by Messrs. Hall and Stevens (Macmillan, 4s. 6d.), will be found to retain as much of Euclid's methods as is possible consistently with modern requirements. The book is based on the recommendations of the Mathematical Association and on the schedule recently proposed and adopted at Cambridge, and is in six parts, which are also published separately, the sixth part treating of solid geometry, that is to say the matter handled in Euclid Book XI., together with some of the properties of solid figures.

We welcome a new edition of Messrs. Oliver and Boyd's *Practical Geometry with Mensuration* (1s.). Geometry in this includes the leading propositions in Euclid's *Elements*, a chapter on ellipse, and elementary graphs. Mensuration accompanies each section of the Geometry, and care has been taken to show clearly how the formulæ are derived. The ordinary British measures are employed first, and then duodecimals and the metric system are introduced, as well as the decimal division of the inch. Attention is paid to land measuring, and, as an introduction to practical geometry, teachers will find the book helpful.

It is now generally agreed that the first lessons in geometry should be of an experimental and practical kind. In the first chapter of *Elementary Modern Geometry*, by H. G. Willis (Part i. Oxford: Clarendon Press, 2s.), an attempt is made to supply such a course, special stress being laid on experimental work. After a thorough study of this, the pupil will have become familiar with some of the most important theorems and problems. The methods by which they are obtained, although mathematically inadmissible, would in experimental sciences be considered sufficient. When the student passes on to the strictly mathematical methods of the rest of the book, the things dealt with and the results arrived at will not present difficulties from their novelty, so that he will be the better able to concentrate his attention on the rigorous methods and proofs.

An *Algebra for Junior Forms*, by R. B. Morgan (Relfe),

is an attempt to follow the recommendations of the Committee of the Mathematical Association on the teaching of algebra, and departs somewhat from time-honoured methods. Negative Quantity is introduced much earlier than is usual; Long Division and Multiplication are left till after Simultaneous Equations, when the method of Detached Co-efficients is introduced; Graphs are brought in early, and employed whenever possible; and the long and tiresome rules for H.C.F. and L.C.M. and Complicated Fractions have been omitted from what is only an elementary text-book. There is a considerable number of misprints, most of which are given in a list of Errata at the beginning.

The *Elementary and Intermediate Algebra* by J. Lightfoot (Ralph, Holland, 4s. 6d.) is particularly noticeable for its logical arrangement of the subject and for the exceptional and satisfactory way in which it deals with the Theory of Indices. The early introduction of the Remainder Theorem is also a feature to be commended. The explanations given of the "apparently meaningless solutions" of certain algebraical problems (p. 158) as well as of the number of permutations of coloured beads strung on a necklace (p. 398) are very good and likely to promote intelligent thought.

The *Introduction to Algebra* by R. C. Bridgett (Blackie) consists of ninety-five pages and is intended to provide a first year's course in the subject. The graphical illustrations of the reduction, addition and subtraction of vulgar fractions, though perhaps more properly belonging to arithmetic, are well put and can hardly fail to awaken a pupil's interest.

A valuable collection of arithmetical exercises is supplied by the *Examples in Arithmetic* by C. O. Tuckey, of the Charterhouse (Bell, 3s.). One peculiarity of the work is that what Mr. Tuckey calls *Examination examples*, that is to say, all such as are of an artificial character adapted rather to sharpen the wits than to teach practical ciphering, are collected in a section by themselves. Such an arrangement seems judicious. Some of the solutions require graphic methods, and thirty pages at the end of the book are devoted to giving an introduction to elementary trigonometry and the use of four-figure logarithms.

Although in Messrs. Alison and Clarke's *Arithmetic for Schools and Colleges* (Oliver and Boyd, 2s. 6d.) traditional methods are departed from, and the authors in many respects, strike out a new path, their divergences are for the most part, commendable. The method of multiplying first by the highest figure, for instance, is obviously adopted because of the chapter on Approximations, which comes later. No apology is needed for the chapter on The Laws of Operations or for the inclusion of generalised examples involving literal symbols. They will help the student to understand Algebra. We have tested several of the answers and find them correct. Extreme care seems to have been taken by Mr. Clark to ensure accuracy in his little book of *Mathematical and Physical Tables* (Oliver and Boyd, 6d.), which we have also tested and not found wanting.

There are rather too many oral exercises in Messrs. Godfrey and Bell's *Winchester Arithmetic* (Cambridge: University Press, 3s.), but that is the only defect in a well-arranged and admirable book. An attempt has been made to exhibit algebra as shorthand arithmetic by concluding oral exercises with one or more algebraic examples; the treatment of decimal fractions has been interwoven with that of the metric system, so that decimals may be taught before vulgar fractions; graphs are introduced at some length, and the full and carefully graduated set of exercises on logarithms should make the book valuable to laboratory students. The University Press publish a teacher's copy, with answers printed on inserted leaves opposite.

Elementary Practical Mathematics (Oliver and Boyd, 1s. 6d.) has been specially designed to meet the wants of Technical Students in Continuation Classes and the needs

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SCIENCE

FROM the days of Mr. Thring of Uppingham, the value of object-lessons has been brought prominently before the eyes of the public, and we welcome the new and revised edition of *Object-Lessons in Elementary Science* in six stages (Macmillan, stages i. and ii., 2s. 6d. each; stages iii. and iv., 3s. each; stages v. and vi., 3s. 6d. each), by Mr. Vincent T. Murché, which endeavours to systematise this method of education. The drawback to all subjects except Classics and Mathematics, which have been systematised by constant handling for generations, is the difficulty of telling whether solid progress is being made, and until Natural Science has been so marked out and taught more or less on definite lines, it will remain open to the same objection. This series should be very valuable to the teacher who will honestly digest it and has the power to maintain discipline and hold the attention of his form. To put the books themselves into the hands of the children would be useless, as also would any attempt to give these lessons "from the book." The directions for its use are clear, and if we might make one suggestion it is that in the higher standards a summary of one day's lesson might well form the subject of a short original essay on the following day. This series has the approval of one of H. M. Inspector of Schools and will in skilled hands form a good stepping-stone to the study of Mechanics, Botany, Zoology and Chemistry.

In a *Primer of Explosives* (Macmillan) Major A. Cooper-Key has gathered together a practical store of knowledge and hints, definitions of different classes of explosives, warnings as to their "unexpectedness," directions for their safe destruction, and so on. It comes as a startling surprise to read of the roasting of dynamite in ovens, frying it in saucepans, mixing fireworks over an open powder-barrel, *smoking the while*, but these things are fact, not fable. Major Cooper-Key has a sense of humour at times, as when, referring to the definition of a grown-up person, he remarks: "A lad of eighteen is more 'grown up' from the point of view of the Explosives Act than a man of mature years with a well-cultivated taste for whisky." The book is edited by Captain J. H. Thomson, H.M. Chief Inspector of Explosives.

Meteorology, the latest addition to Messrs. Jack's Shilling Scientific series is by far the most pretentious, and, we are inclined to think, the least valuable to teacher or pupil. Mr. McPherson, sometime Extension Lecturer in Meteorology, strikes the note of egoism which pervades his book on the second page: "Ordinarily careful observers, as I . . ." Quotations from "Annie Laurie," from Vergil, Wordsworth, the Book of Job, Tennyson, Shakespeare, Ballantine, Milton, Byron, and Shelley—dragged in by the hair of the head, as it were—seem to have little connection with meteorology. Mr. McPherson would do well, if he attempts another book for students, to take less pains to convince them of his omniscience and his condescension, and to impart a little more information in place of trite observations, and a considerable number of unnecessary repetitions. Perhaps it would be too much to ask him to omit the first person altogether.

We have received from Messrs. Relfe Brothers, Ltd., *The Local Examination Physiography*, by Dr. W. J. Perry, which is expressly adapted to senior and junior candidates for the Oxford and Cambridge Local Examina-

tions. This is an admirable book, concise, clear, accurate and up-to-date. Nothing is stated that is not briefly and sufficiently explained, and the diagrams, illustrations and maps are excellent. The illustrations in particular bring in that touch of actuality which delights the pupil and teaches him to use his own eyes.

An Introductory Course in Practical Physics (Oliver and Boyd, 1s. 6d.) embodies the work-sheets drawn up during the last seven years for use in Mr. Moffat's Greenock Higher Grade School. The book should supply a want in higher class schools, pupil teachers' science classes, and evening classes, in which the time devoted to science is, of necessity, limited. The diagrams give a good idea of a suitable arrangement of the apparatus to be used in experiments.

The Notes on Volumetric Analysis by Messrs. Russell and Bell (Murray, 2s.) is an amplification of a work bearing the same title published in 1898. It "is intended to provide laboratory instructions for students attending secondary or technical schools." The directions and explanations are extremely clear and the book is no doubt well adapted to the class of learners for whom it is designed.

The Theory of Experimental Electricity by W. C. D. Whetham, F.R.S., in the Cambridge Physical Series (8s. net) is intended primarily for students of Trinity College, Cambridge, and aims at supplying them with a book of reference to supplement the lectures they are now receiving. In consequence it rather treats of principles than enters into the detail of experiments, and presupposes some familiarity with the subject as well as a knowledge of the calculus. In competent hands it will be found most valuable.

A long experience of teaching machine construction and drawing has convinced Mr. Frank Castle that in order to be able to produce in a reasonable time a working-drawing of, say, a machine or an engine detail, a student must be familiar with the proportions usually adopted for such simple details as rivets, bolts, keys, cotters, etc. The plan followed in *Machine Construction and Drawing* (Macmillan) has been to describe these details briefly, and then to give what may be termed their usual empirical proportions—which are obtainable without calculation. In any subsequent drawing, the dimensions have to be determined from the empirical proportions previously supplied. In this way the student gains unconsciously a knowledge of the commonly occurring simple details. In special cases calculations are, of course, necessary, and then results obtained by actual experience in particular instances must be utilised. The student is shown, by numerous examples, how these processes are performed.

Professor T. Alexander and Professor A. W. Thomson have published with Messrs. Macmillan a book of *Graphic Statics* (10s. net), containing twenty-six graduated exercises, some in two colours, with skeleton data to practise upon, and including the application to roofs, girders, moving locomotives (original constructions), retaining walls, masonry arches, Lévy's steel arches, and Lévy's weight tables. An essay on graphical statics, in the form of a running commentary, accompanies the exercises, each of which has full instructions printed on its face. The book forms a supplement to the authors' "Elementary Applied Mechanics."

Messrs. Cassell announce four new volumes in the "Work" Handbooks (1s. net each) which Mr. Paul N. Hasluck, the editor of *Work* is seeing through the press. *Violins and other Stringed Instruments* has 180 illustrations of the processes in manufacturing violins, mandolines, guitars, banjos and zithers; *Pianos* deals with construction, tuning, repair, action, etc., and gives hints as to choice and purpose; *Terra Cotta Work* with modelling, moulding and firing; and *Sewing Machines* with construction, adjustment, and repair. Mr. Hasluck will also edit four new volumes in the "Technical Instruction Series," price 2s. each: *Practical Pattern Making*; *Practical Hand-railing*; *Practical Brickwork*; and *Iron*. Illustrations and

a full account of the work dealt with, from the initial to the completed stage, are given.

READERS

A VERY comprehensive and valuable reader is *The World of To-day*, by Mr. D. R. Hope Moncrieff, now in process of publication by the Gresham Publishing Company (six vols. 8s. net each). It is indeed, nothing less than a survey of the whole world from London to the most distant point reached by Harry de Windt, Nansen or Sven Hedin. The plan of the book is to take the world in continents; Asia, Africa, Oceania, America and Europe, and to describe each as it is to-day, history, whether of the world or of the men on it, being (perhaps rightly) regarded as only the handmaid to a knowledge of the actual state of things and peoples, explaining and conditioning the present. The subject of the work is, in fact, the life of man in political association. A valuable appendix is added to each volume containing a Geographical and Commercial Survey, completing and summarising the text with a large amount of statistical and other information; and each appendix is rendered easier to grasp and remember by means of tables and diagrams on all practical heads of area, populations, races, religions, currency, mountains, minerals, manufactures, etc. etc. The volumes, which are handsomely printed on plate paper, are, moreover, lavishly and choicely illustrated in half-tone, and the six will contain in all some fifty-four coloured plates and fifty-four portraits of celebrated travellers and explorers. Small maps in the text and large coloured maps of full size make the volumes each an atlas in itself. Enough has been said to show that *The World of To-day* is not only a pleasant and exciting book to read, but a mine of scientific information of the most up-to-date character, besides being a picture-book, an atlas and a gazetteer of the world. It should prove invaluable to teachers of history and geography both in and out of school.

Messrs. Jack's *Told to the Children Series* (1s. net each) includes such varied and old friends as *Robinson Crusoe*, *Uncle Tom's Cabin*, Kingsley's *Heroes*, and *The Pilgrim's Progress*. The books are printed on pure rag paper, in good type, with liberal margins; and the coloured illustrations by well-known artists are entirely lacking in that crudeness which for years has been associated with the gay and tawdry story book for the million. These adaptations of standard works, so far from losing by paraphrase and abbreviation will cultivate a taste for a type of literature much neglected by the present generation, as the statistics of the Public Libraries show. It is to be hoped that this series will be largely used as Readers and also find a place on the shelves of the school library. To these we may add a new and cleverly illustrated edition of Mrs. Molesworth's well-known work *Carrots*; just a little boy, illustrated by Walter Crane (Macmillan, 6d. and 2s. 6d.), and Kingsley's *Water Babies* abridged for schools, with a hundred illustrations by Linley Sambourne (Macmillan, 2s.). To the Library and Prize List we may add the twenty-sixth volume of *Young England* (5s.), which, as usual, contains good healthy reading for boys, and the seventy-second annual volume of *The Child's Own Magazine* (1s.) just published. The coloured frontispiece deserves a frame, and all matters grave and gay find a place between its covers.

In the study of dramatic works, too, the start is everything. One often grieves to see the burden which it seems for even an intelligent child to be suddenly introduced at, say, the age of fourteen, to a play of Shakespeare. Yet with what life and realism that same child at four not only played many parts, with or without the aid of dolls or toys, but was author and actor combined! We hope to see more books bridging the gulf between infant make-believe and youthful study of the dramas by the great masters. Such an attempt has been made in

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LONDON: CAMBRIDGE UNIVERSITY PRESS WAREHOUSE, FETTER LANE. C. F. CLAY, Manager.

The Magic Hook, and other Plays for Children, by Marian Linklater Thomson. (Horace Marshall, 1s.) The utility of this book is increased by the delicate pen-and-ink pictures of the style of dress suitable if the plays are to be acted, making it possible to combine the often arduous labours of preparing for the annual school entertainment with the Reading Lessons throughout the year.

Mr. H. B. Cotterill's treatment of *Milton's Areopagitica* (Macmillan, 1s.) is good. The student ignorant of Latin or Greek is enabled to get to the kernel of this and other difficult works without reference to advanced classical or biographical dictionaries, so making it possible for the boy or girl on the modern or commercial side of the school to get, up to a certain point, a thorough acquaintance with many masterpieces which every educated person ought at least to have read, but which to all but the young classic would be as sealed caskets. A grave fault, however, which binds this book to the old order is that, possibly with a view of avoiding cumbrousness, the type is such as to strain the eyes of most people by day and every one by night. This is especially trying in the "Notes," where quotation marks, brackets, references and Greek characters seem to dance before the eyes. So much good work is worthy of more space.

And as no bare knowledge can be of much use to us or those with whom we come in contact, English Literature for its own sake is receiving more and more attention. We hope we are within reasonable distance of the day when every candidate for admission to our Universities shall be ashamed to own that he cannot write a decent English essay, because not only will he as a lad have been grounded in the beauties and possibilities of the Mother Tongue like our French neighbours, but he will have read sufficiently well and wisely to have some ideas worth expressing. The former subject has been dealt with in an entirely new way for English children in a book just published. It should be in every teacher's hands, and we unhesitatingly affirm that the grammar lessons, which in some of our best schools are the most barren and meaningless of the whole week's lessons, would become the pivot on which all the other studies would turn. This book has happily been published at the psychological moment and we prophesy for it a very wide sale (*The Mother Tongue*. Lessons in Speaking, Reading, and Writing English. Ginn and Co., Book I., 1s. 6d., Book II., 3s., Book III., 4s. 6d.).

Having mastered little by little the Mother Tongue, we shall side by side be better able to appreciate the abundant literature at our disposal. And assuredly no one need in these days read anything worthless or second-rate, when the best works of the greatest writers in all times and in all languages are translated where necessary, and in all cases edited to bring them within the capacity of every boy or girl who can read. The Tale of Troy, Ballads, Tales from Spenser, Addison's Essays, the works of Macaulay, Charlotte Yonge, and others only await time and the desire to fathom their treasures (English Literature for Secondary Schools, London: Macmillan, 1s., 1s. 3d., and 1s. 6d., according to work chosen). This edition contains a carefully graduated series with special reference to the scheme of the Board of Education, and only such notes are supplied as are necessary to an intelligent appreciation of the text and merely philological lore. If copiously annotated editions are sought we have them ready to hand, with all the stores of the ripe scholar collected and arranged for the beginner (Blackie's Junior School Milton, *Paradise Lost*, Book V., 1s.). Among books bringing the legends of other lands within the reach of English children, and fostering in them the love of heroic deeds, a popular edition of the Northern Sagas will be welcomed by all; for are not the stories of the Vikings more enthralling than any fairy tale? (*Stories from the Northern Sagas*. Horace Marshall and Son, 2s. 6d.)

Nor is school life and the business of the world to be divorced. In *Business is Business* the short sketches of lives of successful business men of the present will serve as practical object-lessons to the boy just entering life beyond the

world of school. The marginal portraits are a good feature. The black and white illustrations are free from unnecessary detail, and range from the bartering of goods between Ancient Britons and Phœnicians to pictures of the Royal Exchange at the present day and maps of our great trade-routes. The book is equally suitable for girls and boys and contains a minimum of knowledge of banking and other trade transactions with which every boy or girl should be equipped, whether for purposes of general knowledge or as a basis for a life of business. The special sight-saving type is to be commended, especially from the standpoint of evening schools; and the whole bears the impress of a man who knows not only that "Business is Business," but that time is money. (Jack's Commercial Series, 8d.)

Nor is the Educator left in the dark to experiment upon the child. He, too, comes in for a due share of advice and useful information, both as to administration and inspiration. Concise and sound information is to hand on Public Health, Local Finance, Public Education. (*Local Government*, by Percy Ashley. Jack's Scientific Series, 1s.). And he who desires it may glean some valuable and unbiased information upon the recent Education Act in *The Maintenance of Denominational Teaching* (A note upon Section 7 (1) of the Education Act of 1902. G. Allen, 1s. 6d.).

And, to withdraw from the controversies of Acts of Parliament and think only of the Educator and the Educated, let us commend such works as Hayward's book on Pestalozzi and Fröbel, those men who were not afraid to stand alone and, if need be, to suffer for advancing what, in the face of the world's opposition and ridicule, they believed to be the needs of the child. (*The Educational Ideas of Pestalozzi and Fröbel*. Ralph, Holland, 2s.) And the voice of an educationist of the present day, his aims and his disappointments, will be interesting and helpful to others searching the same paths. *The Boy and his School; What it can and what it cannot give him*. By Robert Leighton. Murray, 2s. 6d.) From these latter remarks it will be obvious that we are still "experimenting" on the child, nevertheless, with all the "ifs" and "buts," the modern child's dominant note should be one of thankfulness.

In *The World's Childhood* (Blackwood, Parts i. and ii.), Miss M. B. Syngé has re-told some forty of the old fairy stories—"Little Red Riding Hood," "The Three Bears," "Cinderella," and others—for very small children. Miss Syngé writes simply and well, dividing her words into syllables by means of hyphens, and introducing more difficult language as she nears the end of her second book. Mr. Brinsley le Fanu's illustrations are attractive and should assist the youthful reader instead of distracting his or her attention from the text.

Not the least noteworthy of the books which owe their publication to the Nelson centenary is a little reader issued by Messrs. Jarrold: *The Story of Horatio Viscount Nelson* (4d.). The writer, prefacing his book by the quotation: "Say to your son,—Lo! here his grave . ." traces the life of Nelson from the time when his uncle, Captain Maurice Suckling, accepted him at the age of twelve as a sailor, to his death on the *Victory* and burial in St. Paul's, "Under the cross of gold that shines over city and river." There are many apt quotations, including "Ye Mariners of England," in which "the stormy tempests blow" is, apparently without reason, used instead of "the stormy winds do blow"; and the story of a heroic life is told in simple yet inspiring language, which should appeal to lovers of deeds of derring-do.

Messrs. Oliver and Boyd send us a very good *First History of English Literature* (2s. 6d.), by David Campbell. It has been written for pupils who are taking up a systematic study of the subject for the first time, and has been furnished with Tabular Views of Literature, Notes on Literary Terms, Literary Essays and Exercises, etc., and should be found suitable for the upper classes of elementary and, perhaps, the middle forms of secondary schools. Mr. Campbell writes in an attractive way about books and

authors, and has wisely selected the things which, by interesting the student, will stimulate him to explore the rich country to which his guide has taken him.

Messrs. Chatto and Windus send us an edition of Burns' *The Cotter's Saturday Night* (6s. net), nicely printed on art paper and well illustrated by Mr. A. S. Boyd who, if his pencil leads him away from the actual thing, has succeeded in portraying the class of feminine beauty that attracted Burns. It is not, however, the type of face one meets among the cotters.

Scott's *Ivanhoe*, *Fortunes of Nigel*, and *The Talisman* (2s. 6d. each), are sent us by Messrs. Macmillan in an edition for use in schools. Each volume is supplied with an editor's introduction and additional notes at the end, and, well bound and printed in good type on thin paper, should commend itself to teachers. Messrs. Macmillan also send us *Barnaby Rudge* (2s. 6d.) in their "Prize Library." The paper is thicker and the type somewhat trying to the eyes.

Messrs. Pitman have sent us some handsome little reprints: Stopford Brooke's *Poetry of Robert Browning* (2 vols.); *George Fox's Journal* (abridged, 2 vols.); and *Boswell's Johnson* (abridged, 2 vols.). Bound in limp lambskin, gilt, well printed in clear type on thin paper, and published at the modest price of 2s. 6d. net each, these volumes should commend themselves to every book-lover, and would make admirable prizes for scholars with literary tastes. Mr. Percy Livingstone Parker has abridged George Fox's "Journal" with care, and the same may be said for Messrs. G. Nugent Bankes' and Hinchcliffe Higgins' treatment of Boswell's "Johnson."

From Messrs. Longmans we have received several volumes of a new series—"Class-Books of English Literature"—specially prepared to meet the new requirements of the Board of Education. Scott's *A Legend of Montrose*, *The Talisman*, and *Ivanhoe* (1s. 6d. each) have been abridged, and to each, as to *The Lay of the Last Minstrel* (1s.), *The Lady of the Lake* (1s. 6d.), *Marmion* (1s. 6d.), *Tales of King Arthur and the Round Table* (1s.), *The Lays of Ancient Rome* (1s.), *Paradise Lost* Books i. ii. and iii. (6d. each), and *The First Chapter of Macaulay's History of England* (1s. 6d.), notes and an introduction are supplied.

The flight of fancy provided by Miss Dorothy Furniss in *Sky-High* (Routledge, 5s.), is likely to appeal to the children for whom it is designed. There are fifteen coloured and thirty-one other plates which take the reader into the clouds after Bessie and Ben, and keep them interested in the treasure-seekers' fortunes. The enterprising couple passed safely through many perilous adventures by land and sky, and after successfully overcoming all obstacles . . . We leave our youthful friends to finish the sentence.

Students who can read *King Henry V.* will feel that they are being insulted by the elaborate and absurd notes supplied by Mr. Duncan Macgillivray to Messrs. Chambers' "Academy" edition (1s. 6d.).

MISCELLANEOUS

A new edition of Stormonth's *Etymological and Pronouncing Dictionary* (Blackwood, 5s. net), has been carefully revised and brought up to date, new words have been added and substantial additions have been made in regard to etymology—e.g., in words of Teutonic origin, where other related words have been added to the Anglo-Saxon root-words. Another introduction which should be of material assistance to school-boys is the marking of the quantities in the root-words, the method adopted being that of the New English Dictionary. The plan of grouping together words which are derived from the leading or key word, and those which are connected by etymology or signification is a good one; there is a judicious selection of scientific terms; a useful list of abbreviations employed in writing and printing; and an adequate appendix giving Latin, French and other phrases. The editor acknowledges his indebtedness to Professor Skeat and others whose works

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have assisted him in his task of revision; and we have nothing but praise for the care which has been exercised to make the dictionary as accurate and authoritative as possible. There is still room for improvement—the definition of “averse” is faulty, “reliable” is retained, etc.—but we know no better dictionary for schools than “Stormonth.”

Two books on the way to write English—*Points in Punctuation* and *The King's English* (Jarrold, 1s. net and 1s. 6d. net)—by Messrs. John Bygott and A. J. Lawford Jones, do not seem to us likely to be of any practical value. They are too advanced for the school-boy; and the selections from “representative” writers show either a very slight acquaintance with English literature or a lack of discrimination. So stilted is the punctuation of some of the passages selected for quotation that we are half tempted to endorse Dr. Johnson's remark: “Punctuation marks are fools' marks.” In *The King's English* the authors set a course of reading, but, though the books chosen are for the most part good, the comments on the author's characteristics and remarks on his style and subjects are poor.

Messrs. Ralph, Holland and Co. have published a book on *Freehand for Teachers and Art Students*, by E. A. Branch (2s. 6d. net)—a good course of freehand drawing in outline which should also prove useful to students of elementary principles of ornament and elementary design. The introduction into a book on freehand drawing of a summary of the principles of ornament and construction of pattern is something of a new feature and the examples have been selected with care. Inlays, patterns on pottery, wrought-iron, *répoussé*, carved work in wood and stone, etc., all are represented; and examples of natural foliage are added.

For the pupil who has reached the stage when the pencil may be discarded, the new and revised edition of Miss Elizabeth Corbet Yeats' *Elementary Brushwork Studies* (Philip and Son, 5s. net) may be recommended as a good introduction to the freer method. Miss Yeats' book contains twenty-four coloured plates, and sets lessons only in crude colours, with the result that some of her nature-studies (as, for instance, the tulip in vermillion, leaves cobalt and gamboge) are not very like nature. But her method—professedly elementary—is a good one. Miss May Mallam's *Brush Drawing as applied to Natural Forms and Common Objects* (Philip and Son, 5s. net), though also elementary, takes the pupil a step further. Twelve plates are given illustrating monochrome work, with directions for each example, and eight plates containing a considerable number of examples of mixed-colour work, with squares showing the colours to be employed. Miss Mallam's leap from monochrome is a little too sudden, but her book might, with advantage, be given to the student when proficient in the “Elementary Brushwork Studies” set by Miss Yeats.

Paper Modelling is the title of a book sent us by Messrs. Philip (2s. 6d. net), which is intended to form an introduction to cardboard modelling. The models set for the pupil include objects as diverse as a coal-scuttle, a barn, a rabbit-hutch, a chair, a clock, a music-stool, a pillar-box, a piano, a cradle, and a milk-pail. The directions for paper-folding, paper-cutting and pasting, and ruler drawing, should prove of the greatest assistance to teachers who wish to teach children to use their hands.

Mr. W. E. Watkins, the Secretary to the East Suffolk Education Authority, and Mr. Arthur Sowman, the East Suffolk County Council Lecturer on Horticulture, have written a useful and interesting little book on *School Gardening* (Philip and Son, 2s. 6d.). The purpose of the writers is to give an account of the cultivation of a school garden from October to the following September. Full details are given of gardening processes, the flowers, vegetables and fruit-trees—of necessity a somewhat limited number—suitable for a school garden, and information as to insect pests, fungoid diseases and the necessary measures for their prevention or extermination. Methods of planting,

draining, pruning, grafting, budding, and even storing the fruit of the schoolboy's labour are explained, and the illustrations of laying out, good and bad planting and pruning, cutting a potato for seed, and layering should prove helpful.

ROMAN EDUCATION

A BOOK so packed with information and scholarship, and of so great an interest at the present moment as Dr. A. S. Wilkins' *Roman Education*, which has recently been issued by the Cambridge University Press (2s. net), is a difficult book to review in so small a space as we are compelled to allot it here. In ninety-two pages the whole system of Roman education is presented, not only with an exhaustive reference to authorities, the fruit of wide and curious reading, but with an ease and vigour that never let the references and facts overpower the narrative. Education in Greece, was “directed towards a full and harmonious development of the whole nature.” Body and brain were, in the Paterian-Platonian phase, an instrument of music, every part of which it was the duty of education to put in tune. The object of Greek education was being. The object of Roman education in the days of the Republic was doing—the practical virtues, the fulfilment of the duties of father or mother, warrior, and citizen. Later, Rome caught the Greek idea of “culture”; it

“accepted fresh ideals of culture and adopted Greek methods of training, and these not only for general mental development (*sic*), but with direct reference to the demands of public life.”

Dr. Wilkins, therefore, divides the story of Roman Education into two periods: the “purely national stage, when as yet there was no outside influence,” and the effects of Greek influence from the middle of the third century B.C. onwards on “the distinct departments of literary—or what we might now call secondary—education, and in the higher training of rhetoric and philosophy.”

Those two stages Dr. Wilkins examines with a wealth of learning and a vigour of inference which will make his thin work the *locus classicus* for the facts of the case. In four chapters, “Education in the Early Republic,” “Education under Greek Influence,” “Elementary Schools and Studies,” and “Higher Studies—Rhetoric and Philosophy,” he gives all the information that can possibly be discovered on record and the natural inferences from it, tracing every step in his story with the aid of knowledge drawn from a hundred different and often obscure sources. It is impossible to examine these chapters as they deserve, and we must pass on to the final chapter, only stating that in our opinion the others could not be bettered for knowledge, arrangement or interest. They serve to show the enormous importance attached to rhetoric, and the influence of political decrepitude on that rhetoric.

The final chapter deals with the Endowment of Education in ancient Rome. It was Julius Cæsar, who, in his aim at founding what Mommsen calls a “cosmopolitan Empire,” laid the foundation of a system of State schools by enfranchising various doctors and learned teachers. Augustus retained them in Rome, as we learn from Suetonius, when he banished all other foreigners; and it was Vespasian who first endowed them—those in Rome itself, that is—out of the Imperial treasury; and Quintilian was the first endowed professor. There were no University buildings in Rome, though Hadrian built the Athenæum as a school of literature and declamation. The movement extended to the provinces, generally at the forced expense of the municipalities; a peculiarly interesting point is reached when Nero extended the gratuitous distribution of corn, oil and money from adults to children in need, a grant which was extended yet further by Trajan. The scheme of education was not yet systematic, but it was planned on a large scale.

Pliny the younger, finding no teachers at his own *municipium* of Comum, persuaded the fathers to combine

and engage one, himself, though childless, subscribing largely; and he wrote to Tacitus to send him candidates. The choice of a teacher he left to the parents; but there is no definite information as to who controlled such local schools as this.

As time went on, we find the Emperors taking a more direct part in the control of the schools. Constantine facilitated the operations of public teachers; Julian asserted, in 362 A.D., "the right of the Emperor to revise the appointments and professorships," overriding the local authority or the curia. Gratian, in 376, fixed the salaries of teachers.

Meanwhile, though the position of the teacher was improving, the subjects he taught were deteriorating. The old idea of the training for a man of affairs had given place, thanks to political nullity and culture run to seed, to a barren study of rhetoric. Slavish imitation of classical models was the rule, and had any one an idea of giving a more liberal and practical education he was unable to do so, since Theodosius and Valentinian made the opening of unauthorised schools a penal offence. It needed the invasion of the barbarians to awake Roman education from its slumber; but the monastic schools which rose out of the ruins were not, in Dr. Wilkins' opinion, the equals for genuine devotion to classical learning of the old municipal schools.

Dr. Wilkins' book is "intended in the first place for the use of students." There are few teachers who will not benefit by it; few interested in any way in education who will not read it with pleasure and profit.

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- Murché, Vincent T. *Object Lessons in Elementary Science*. New and Revised edition. Stages i. ii., 2s. 6d.; iii. iv., 3s.; v. vi., 3s. 6d. Macmillan.
- Allcock, C. H. *Theoretical Geometry for Beginners*. New edition. Parts i.-iv. Macmillan.
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- Cambridge Mathematical Series: Baker and Bourne's *Elementary Algebra* (Second edition, revised), 4s. 6d.; *New School Arithmetic*, by Charles Pendlebury, 4s. 6d.; *A New Trigonometry for Schools*, by W. G. Borchardt and A. D. Perrott, 4s. 6d.; *Examples in Arithmetic* (with some notes on method), by C. O. Tuckey, 3s.; *Elementary Practical Mathematics*, by H. A. Stern and W. H. Topham, 2s. 6d. Bell.
- Baker, W. M.; and Bourne, A. A. *A First Algebra*. Bell, 2s.
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- Prescott's *History of Mexico*, and Prescott's *History of Peru*. Selections from. Edited by A. S. Lamprey. Horace Marshall, 1s. 3d. each.
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